



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education

Maine
High School
Assessment

High School Report

Test Date: May 2009
Code: 12831834
SAU: Mt Desert CSD
School: Mt Desert Island High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
Critical Reading Results	4-5
Mathematics Results	6-7
Writing Results	8-9
Science Results	10-11

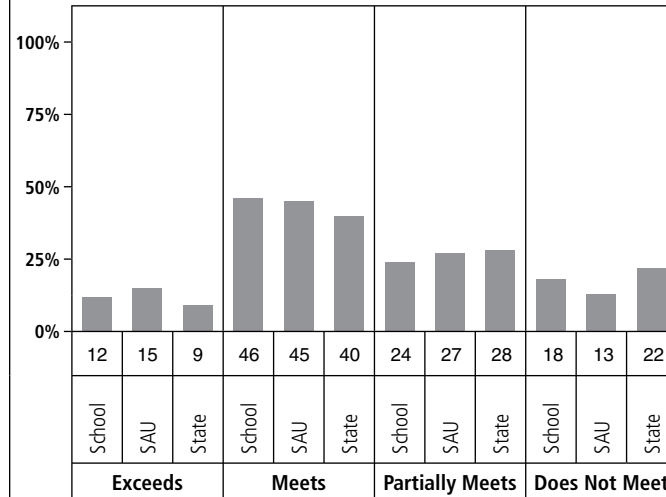
SUMMARY OF SCORES

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

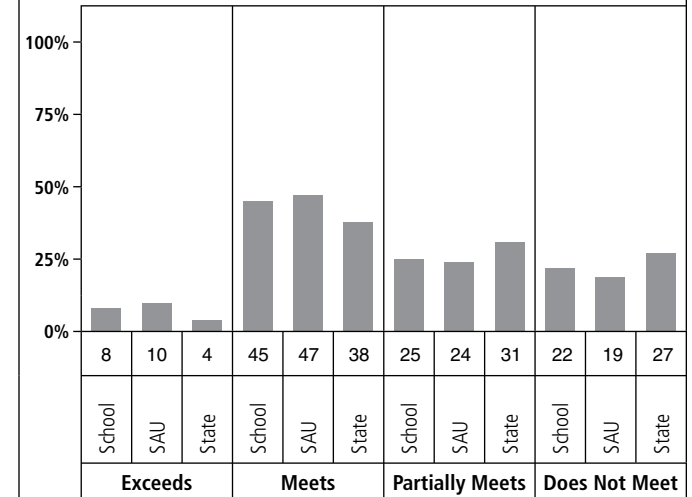
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1143	1144	1141
2007–2008	1145	1146	1141
2008–2009	1144	1146	1141
Cum Average*	1144	1145	1141
Mathematics			
2006–2007	1143	1144	1140
2007–2008	1145	1146	1141
2008–2009	1144	1145	1141
Cum Average*	1144	1145	1141
Writing			
2006–2007	1142	1143	1141
2007–2008	1144	1144	1140
2008–2009	1143	1145	1140
Cum Average*	1143	1144	1140
Science 2008–2009**	1144	1146	1140

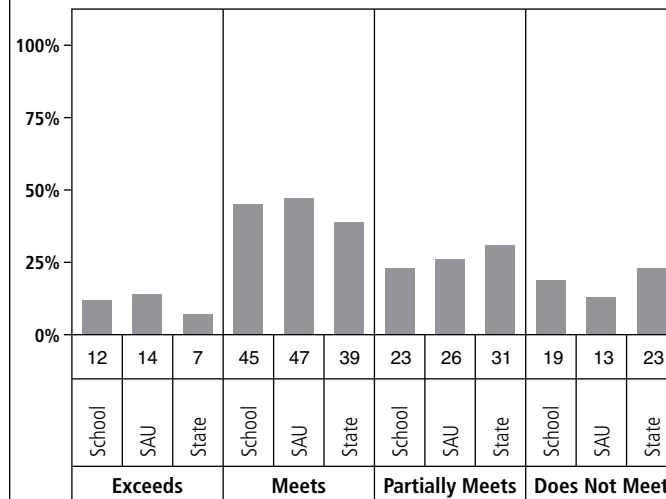
CRITICAL READING



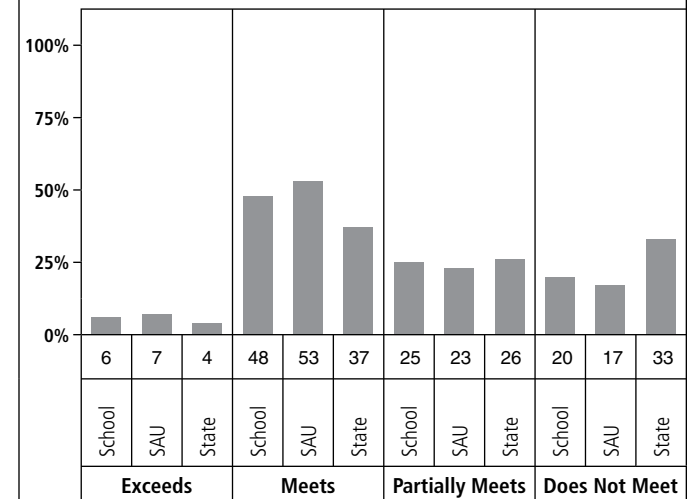
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	136	100	103	100	15632	100	132	97	101	98	14928	96	132	97	101	98	15274	98	132	97	101	98	14926	96	128	94	99	96	15079	97
Ethnicity African American/Black	3	2	0	0	341	2	3	100	0	0	310	91	3	100	0	0	322	95	3	100	0	0	309	91	3	100	0	0	317	93
American Indian or Native Alaskan	1	1	0	0	111	1	1	100	0	0	101	91	1	100	0	0	107	96	1	100	0	0	101	91	1	100	0	0	103	93
Asian or Pacific Islander	3	2	1	1	241	2	3	100	1	100	221	92	3	100	1	100	229	95	3	100	1	100	221	92	3	100	1	100	227	94
Hispanic	2	1	1	1	166	1	2	100	1	100	156	94	2	100	1	100	162	98	2	100	1	100	156	94	2	100	1	100	155	93
Caucasian/White	127	93	101	98	14773	95	123	97	99	98	14140	96	123	97	99	98	14454	98	123	97	99	98	14139	96	119	94	97	96	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	19	14	12	12	2327	15	18	95	12	100	2108	91	18	95	12	100	2200	95	18	95	12	100	2099	91	16	84	11	92	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	27	20	19	18	4634	30	26	96	18	95	4263	92	26	96	18	95	4451	96	26	96	18	95	4262	92	23	85	16	84	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	105	77	81	79	13079	84	105	77	81	79	13417	86	105	77	81	79	13084	84	105	77	81	79	13288	85
Identified disability (PET/IEP)	2	2	1	1	727	6	2	2	1	1	814	6	2	2	1	1	725	6	2	2	1	1	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	5	5	5	6	238	2	5	5	5	6	245	2	5	5	5	6	238	2	5	5	5	6	241	2
Participation with accommodations	26	19	19	18	1626	10	26	19	19	18	1636	10	26	19	19	18	1624	10	23	17	18	17	1579	10
Identified disability (PET/IEP)	15	58	10	53	1158	71	15	58	10	53	1165	71	15	58	10	53	1156	71	14	61	10	56	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	6	23	5	26	79	5	6	23	5	26	79	5	6	23	5	26	80	5	5	22	5	28	77	5
Other	5	19	4	21	360	22	5	19	4	21	360	22	5	19	4	21	360	22	4	17	3	17	345	22
Participation through alternate assessment (PAAP)	1	1	1	1	223	1	1	1	1	1	221	1	1	1	1	1	218	1	0	0	0	0	212	1
Identified disability (PET/IEP)	1	100	1	100	223	100	1	100	1	100	221	100	1	100	1	100	218	100	0	0	0	0	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	4	3	2	2	680	4	4	3	2	2	324	2	4	3	2	2	682	4	8	6	4	4	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: Mt Desert CSD
 School: Mt Desert Island High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	14	9	12	10	1168	8
	2007-2008	27	19	21	19	1184	8
	2008-2009	16	12	15	15	1339	9
	Cum. Total*	57	13	48	14	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	63	41	52	43	5714	38
	2007-2008	61	42	48	43	5885	40
	2008-2009	60	46	45	45	5897	40
	Cum. Total*	184	43	145	43	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	50	32	40	33	4728	31
	2007-2008	27	19	22	20	4093	28
	2008-2009	31	24	27	27	4169	28
	Cum. Total*	108	25	89	27	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	27	18	18	15	3444	23
	2007-2008	30	21	21	19	3417	23
	2008-2009	23	18	13	13	3255	22
	Cum. Total*	80	19	52	16	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	130	16	12	60	46	31	24	23	18	1144	100	15	45	27	13	1146	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	3										0						303	3	23	27	47	1133
American Indian or Native Alaskan	1										0						100	5	27	30	38	1135
Asian or Pacific Islander	3										1						219	11	34	28	26	1141
Hispanic	2										1						151	3	34	33	30	1137
Caucasian/White	121	16	13	58	48	30	25	17	14	1145	98	15	44	28	13	1146	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	2	13	5	31	9	56	1129	11	0	9	45	45	1133	1865	1	11	24	64	1127
No	114	16	14	58	51	26	23	14	12	1146	89	17	49	25	9	1148	12795	10	45	29	16	1143
Current LEP																						
Yes	0										0						225	0	9	22	68	1126
No	130	16	12	60	46	31	24	23	18	1144	100	15	45	27	13	1146	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	25	3	12	10	40	6	24	6	24	1141	17	18	35	29	18	1145	4120	3	30	32	35	1136
No	105	13	12	50	48	25	24	17	16	1145	83	14	47	27	12	1147	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	130	16	12	60	46	31	24	23	18	1144	100	15	45	27	13	1146	14657	9	40	28	22	1141
Gender																						
Female	62	9	15	32	52	16	26	5	8	1146	49	18	45	31	6	1148	7098	10	43	29	18	1142
Male	68	7	10	28	41	15	22	18	26	1142	51	12	45	24	20	1145	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										2						291	3	28	28	41	1135
No	127	16	13	59	46	31	24	21	17	1145	98	15	45	28	12	1147	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	9	7	78	2	22	0	0	0	0	1170	8	75	25	0	0	1170	520	52	45	3	1	1161
No	121	9	7	58	48	31	26	23	19	1142	92	10	47	29	14	1144	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	12	8	12	10	578	4
	2007-2008	12	8	11	10	637	4
	2008-2009	11	8	10	10	596	4
	Cum. Total*	35	8	33	10	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	66	43	55	45	5481	36
	2007-2008	65	45	51	45	5508	37
	2008-2009	58	45	47	47	5674	38
	Cum. Total*	189	44	153	46	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	39	25	28	23	4754	31
	2007-2008	41	28	30	27	5065	34
	2008-2009	32	25	24	24	4622	31
	Cum. Total*	112	26	82	24	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	37	24	27	22	4607	30
	2007-2008	28	19	21	19	3660	25
	2008-2009	29	22	19	19	4116	27
	Cum. Total*	94	22	67	20	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	130	11	8	58	45	32	25	29	22	1144	100	10	47	24	19	1145	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	3										0						315	1	15	29	56	1134
American Indian or Native Alaskan	1										0						106	1	20	31	48	1134
Asian or Pacific Islander	3										1						227	11	41	28	21	1144
Hispanic	2										1						157	1	27	25	46	1136
Caucasian/White	121	10	8	56	46	31	26	24	20	1145	98	9	47	24	19	1145	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	4	25	3	19	9	56	1136	11	0	27	18	55	1137	1959	0	7	19	73	1130
No	114	11	10	54	47	29	25	20	18	1145	89	11	49	25	15	1146	13049	5	42	33	21	1142
Current LEP																						
Yes	0										0						239	0	14	24	62	1132
No	130	11	8	58	45	32	25	29	22	1144	100	10	47	24	19	1145	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	25	2	8	10	40	4	16	9	36	1141	17	12	35	24	29	1142	4306	1	24	33	42	1136
No	105	9	9	48	46	28	27	20	19	1145	83	10	49	24	17	1146	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	130	11	8	58	45	32	25	29	22	1144	100	10	47	24	19	1145	15004	4	38	31	27	1141
Gender																						
Female	62	3	5	25	40	22	35	12	19	1142	49	6	41	33	20	1143	7248	3	38	33	27	1140
Male	68	8	12	33	49	10	15	17	25	1146	51	14	53	16	18	1147	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										2						293	1	23	37	39	1137
No	127	11	9	58	46	32	25	26	20	1145	98	10	48	24	17	1146	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	9	7	78	2	22	0	0	0	0	1166	8	75	25	0	0	1166	521	31	63	4	2	1157
No	121	4	3	56	46	32	26	29	24	1143	92	4	49	26	21	1144	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	6	4	6	5	937	6
	2007-2008	20	14	14	13	962	7
	2008-2009	16	12	14	14	1062	7
	Cum. Total*	42	10	34	10	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	76	49	62	51	6167	41
	2007-2008	62	43	53	47	5564	38
	2008-2009	59	45	47	47	5706	39
	Cum. Total*	197	46	162	49	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	47	31	35	29	4723	31
	2007-2008	33	23	21	19	4679	32
	2008-2009	30	23	26	26	4487	31
	Cum. Total*	110	26	82	25	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	25	16	19	16	3227	21
	2007-2008	30	21	24	21	3376	23
	2008-2009	25	19	13	13	3408	23
	Cum. Total*	80	19	56	17	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	130	16	12	59	45	30	23	25	19	1143	100	14	47	26	13	1145	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	3										0						302	2	22	32	44	1133
American Indian or Native Alaskan	1										0						100	2	23	35	40	1134
Asian or Pacific Islander	3										1						219	10	37	27	26	1141
Hispanic	2										1						151	4	29	32	35	1135
Caucasian/White	121	15	12	57	47	30	25	19	16	1144	98	13	47	27	13	1144	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	2	13	3	19	11	69	1127	11	0	18	27	55	1130	1861	0	8	21	71	1125
No	114	16	14	57	50	27	24	14	12	1145	89	16	51	26	8	1147	12802	8	43	32	16	1142
Current LEP																						
Yes	0										0						224	0	8	28	64	1127
No	130	16	12	59	45	30	23	25	19	1143	100	14	47	26	13	1145	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	25	2	8	10	40	4	16	9	36	1138	17	6	53	18	24	1141	4121	2	27	33	38	1134
No	105	14	13	49	47	26	25	16	15	1144	83	16	46	28	11	1145	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	130	16	12	59	45	30	23	25	19	1143	100	14	47	26	13	1145	14660	7	39	31	23	1140
Gender																						
Female	62	8	13	32	52	15	24	7	11	1145	49	16	47	27	10	1145	7103	9	43	31	17	1143
Male	68	8	12	27	40	15	22	18	26	1141	51	12	47	25	16	1144	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										2						291	3	25	36	35	1135
No	127	16	13	59	46	29	23	23	18	1144	98	14	48	26	12	1145	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	9	6	67	3	33	0	0	0	0	1163	8	63	38	0	0	1162	520	43	52	3	1	1159
No	121	10	8	56	46	30	25	25	21	1142	92	10	48	28	14	1143	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	2008-2009*	8	6	7	7	602	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	2008-2009*	62	48	52	53	5431	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	2008-2009*	32	25	23	23	3876	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	2008-2009*	26	20	17	17	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	27.28	48.7	28.68	51.2	22.76	40.6
D. The Physical Setting	34	61	16.89	49.7	17.53	51.6	13.63	40.1
D1/D2 Earth/Space	14	25	7.56	54.0	7.77	55.5	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	9.33	46.7	9.76	48.8	7.58	37.9
E. The Living Environment	22	39	10.39	47.2	11.15	50.7	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Mt Desert CSD
School: Mt Desert Island High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	8	6	62	48	32	25	26	20	1144	99	7	53	23	17	1146	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	3										0						311	1	18	20	61	1133
American Indian or Native Alaskan	1										0						102	1	19	30	50	1135
Asian or Pacific Islander	3										1						225	5	40	20	36	1141
Hispanic	2										1						152	2	23	18	57	1136
Caucasian/White	119	8	7	60	50	30	25	21	18	1145	97	7	52	24	18	1145	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	5	31	5	31	6	38	1137	11	0	36	36	27	1139	1928	0	9	18	72	1131
No	112	8	7	57	51	27	24	20	18	1146	88	8	55	22	16	1146	12939	5	41	27	28	1142
Current LEP																						
Yes	0										0						234	0	10	11	79	1129
No	128	8	6	62	48	32	25	26	20	1144	99	7	53	23	17	1146	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	23	1	4	11	48	5	22	6	26	1142	16	6	38	31	25	1143	4264	2	24	26	47	1136
No	105	7	7	51	49	27	26	20	19	1145	83	7	55	22	16	1146	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	128	8	6	62	48	32	25	26	20	1144	99	7	53	23	17	1146	14863	4	37	26	33	1140
Gender																						
Female	60	2	3	25	42	22	37	11	18	1143	48	4	44	33	19	1144	7179	2	32	29	37	1139
Male	68	6	9	37	54	10	15	15	22	1146	51	10	61	14	16	1148	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										2						287	2	23	26	49	1136
No	125	8	6	62	50	32	26	23	18	1145	97	7	54	24	15	1146	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	9	7	78	2	22	0	0	0	0	1166	8	75	25	0	0	1164	517	28	65	6	1	1156
No	119	1	1	60	50	32	27	26	22	1143	91	1	55	25	19	1144	14350	3	35	27	35	1140

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